

Instructional Program Review Questions by Year

Year 1: Program Foundation

Use the prompts below each question to guide your narrative response.

1. Program Description. Describe your program in detail.

- What is the primary purpose and scope of the program?
- What degrees and certificates does the program offer?
- How have internal or external factors (e.g., student needs, labor market trends, policy changes, staffing, curriculum updates, advisory board recommendations if applicable) influenced the program? How has the program responded to these factors, and what specific changes or improvements have been implemented as a result?
- What student populations does the program primarily serve? Please share demographic information about students who are in your program, including demographics of students served at each campus location.
- How does the program support the Hartnell College mission?

2. Staffing Resources. Describe in detail the staffing of your program.

- What is the current composition of program faculty (FT/PT ratio)? If offering courses at multiple locations, identify the number of full-time and part-time faculty who teach at those sites.
- What are the qualifications and areas of expertise of current faculty? Please describe the subject matter and specialty area expertise of your full- and part-time faculty.
- What professional development opportunities are available to faculty and staff? Please summarize the professional development activities faculty and staff in the program have participated in, and the impact these activities have had.
- How is full-time faculty workload distributed across teaching, college service/governance, and special projects? Please list the full-time faculty in the program and their teaching loads (regular and NIC), college service and governance activities (including councils, committees, hiring committees, etc.), reassigned time activities, and special project agreements.

3. **Facilities, Equipment, and Technology.** Describe in detail the facilities, equipment and technology used by your program.
- If applicable, what dedicated facilities (classrooms, labs, offices) does the program utilize? How adequate are current facilities for achieving program outcomes?
 - What facility improvements would enhance program quality?
 - What equipment does the program utilize and maintain? What is the current condition and expected lifespan of program equipment?
 - What equipment needs are currently unmet? What equipment is needed in order to maintain industry standards and practices?
4. **Program Learning Outcomes.** What are the program's defined outcomes and do they reflect what your students should know and be able to do upon completing your program (degree and/or certificate)?
- Did you go through the process of reviewing your PLOs during the last cycle?
 - If a review was done, were changes made and are they reflected in the catalog?
5. **Advisory Committees (CTE Programs).** Please describe the program's advisory committee.
- How frequently do they meet
 - What specific input the committee has provided to ensure program relevance to industry needs
 - How have program faculty responded to these recommendations?

Annual Action Plan Review

1. What progress have you made on your action plan items this year?
2. How have your actions supported equitable student success?
3. What internal or external factors have impacted your ability to make progress, and how have you addressed them? If you have not addressed them, what got in the way, and what support do you need to be successful?
4. Do any action plan items need to be revised, added, or removed based on student needs, institutional priorities, or new insights? Have you added any new action plans mid cycle? Why?

Year 2: Student Success Data

Use the prompts below each question to guide your narrative response.

1. **Course Enrollment Analysis.** Analyze your course enrollments over the past 4 years using the data provided.
 - What are current enrollment trends by course over the past 4 years?
 - Which courses consistently reach capacity, and which struggle with enrollment? Are there differences depending on the location, delivery method, term (fall, spring, summer), or time of day?
 - How do course enrollment patterns align with program and institutional goals?
 - What strategies are currently being planned or implemented to address enrollment challenges and ensure sustained growth?
2. **Course Success and Retention Rates by Student Demographics.** Analyze your course success and retention rates disaggregated by student demographics over the past 4 years using the data provided.
 - What are the success and retention rates across courses, disaggregated by demographic categories (race/ethnicity, gender, age)?
 - What equity gaps exist in course success and retention rates?
 - What specific interventions are being planned or are currently in place to address identified equity gaps?
 - How have success and retention rates by demographic group changed over the past cycle?
3. **Course Success and Retention Rates by Modality.** Analyze your course success and retention rates by teaching modality over the past 4 years using the data provided.
 - What are the success and retention rates for courses offered in-person vs. hybrid vs. fully online?
 - Are there gaps in success and retention rates across modalities?
 - What instructional strategies are being planned or implemented to ensure consistent quality across modalities?
4. **Course Success and Retention Rates by Campus Location.** Analyze your course success and retention rates by campus location over the past 4 years using the data provided.
 - Compare the success and retention rates across locations. What patterns are you seeing?
 - What are the challenges of offering courses at the smaller sites?
 - What instructional strategies are employed to ensure consistent quality across locations?

5. **Student Learning Outcomes Assessment Year 2 Reflections.** Analyze your student learning outcomes, how you assess them, and their assessment results.

- Do you use formative assessment?
- What evidence demonstrates that students are achieving the intended learning outcomes?
- What patterns or disparities exist in SLO achievement across different student groups, modalities, and locations?
- How will you use SLO assessment data to make changes or improvements?

Annual Action Plan Review

1. What progress have you made on your action plan items this year?
2. How have your actions supported equitable student success?
3. What internal or external factors have impacted your ability to make progress, and how have you addressed them?
4. Do any action plan items need to be revised, added, or removed based on student needs, institutional priorities, or new insights? Have you added any new action plans mid cycle? Why?

Year 3: Program Completion

Use the prompts below each question to guide your narrative response.

1. **Award Completion.** Analyze your award completion data over the past 4 years using the data provided.
 - How many certificates and degrees has the program awarded annually over the past 5 years? What is the annual trend?
 - What trends are evident in the types of awards students are completing?
 - How do award completion rates compare to institutional and statewide averages?
 - What demographic patterns exist in award completion data?
2. **Time to Completion.** Analyze your “Time to Completion” over the past 4 years using the data provided.
 - What is the average time to completion for each certificate and degree? How does time to completion vary by student demographic groups?
 - What program factors may contribute to extended completion times? Are there external factors you’ve identified that may be impacting time to completion?
 - What strategies could reduce time to completion while maintaining quality?
 - How does the program's time to completion compare to institutional goals or benchmarks?

3. **Units Accumulated.** Analyze the “Units to Completion” over the past 4 years using the data provided.

- What is the average number of units students accumulate to complete each award?
- How does this compare to the published unit requirements for each award?
- What percentage of students complete with significantly more units than required?
- What factors contribute to excess unit accumulation? What strategies could reduce unnecessary unit accumulation?

4. **Completion Barriers.** What are the common barriers to award completion in your program?

- What specific barriers to completion have been identified within the program?
- At what points in the program pathway do students most commonly exit?
- What prerequisite or gateway courses present the greatest challenges to student progression?
- How does the scheduling of required courses impact time to completion?
- What support services specifically target improved completion rates?

Annual Action Plan Review

1. What progress have you made on your action plan items this year?
2. How have your actions supported equitable student success?
3. What internal or external factors have impacted your ability to make progress, and how have you addressed them?
4. Do any action plan items need to be revised, added, or removed based on student needs, institutional priorities, or new insights? Have you added any new action plans mid cycle? Why?

Year 4: Summative Program Assessment

Use the prompts below each question to guide your narrative response.

1. **Student Learning Outcomes Year 4 Reflections.** Using the data provided in the dashboard, analyze your SLO assessment data over this cycle.
 - What evidence demonstrates that students are achieving the intended learning outcomes?
 - What changes or improvements did you make in this cycle that may have contributed to positive outcomes?
 - What patterns or disparities exist in SLO achievement across different student groups (demographics)?
 - What trends have you seen in the SLO data over the past four years?
 - How will you use SLO assessment results to make changes and improvements during the next assessment cycle?
2. **Program Learning Outcomes Reflections.** Using the data provided in the dashboard, analyze your PLO assessment data over this cycle.
 - What are the program's current learning outcomes, and how are course-level SLOs aligned with program-level outcomes?
 - Using disaggregated data in Nuventive and comparing results to past assessments, what evidence demonstrates that students are achieving the intended program learning outcomes?
 - What changes and/or improvements did you make in this cycle that may have contributed to positive outcomes?
 - What patterns or disparities exist in PLO achievement across different student groups (demographics)?
 - How will you use PLO assessment results to make changes and improvements to your program during the next assessment cycle?
3. **Post-Graduation Outcomes.** Analyze the post-graduation data provided.
 - What percentage of program graduates successfully transfer to four-year institutions? To which institutions do students most commonly transfer?
 - What percentage of program graduates obtain related employment? What is the average starting salary for program graduates, and are program graduates able to earn a living wage?
 - How well prepared do graduates report feeling for transfer or employment?
 - What feedback have employers or transfer institutions provided about program graduates?

4. **Resource Utilization Analysis.** Discuss how resources available to your program have had a positive impact on students.

- How effectively are current resources being utilized?
- What resource limitations—such as staffing, space, technology, or funding—currently affect your program’s effectiveness? Briefly explain how they impact your ability to serve students or meet goals.
- What additional resources—within reason—would meaningfully enhance the effectiveness of your program? Please consider resources that align with institutional priorities and are feasible within current or anticipated budget constraints.

5. **Program Health Assessment.** Using the prompts for details, how healthy is your program?

- How sustainable and effective is the program in terms of enrollment and productivity, resources, and outcomes?
- What are the next steps for students who complete a degree or certificate in your program (transfer vs. job placement)? Describe the transfer, bachelor’s degree completion, and job placement rates for students who complete your program.
- How effectively do current degrees and certificates prepare students for their intended next steps? How do the design and requirements of each award align with disciplinary standards and expectations?
- What are the expected wage earnings for students who complete your program and either transfer and earn a bachelor’s degree or enter directly into the workforce.
- What evidence supports the strength and relevance of the program for student and community needs?

6. **Action Plan Comprehensive Assessment and Reflections.** Using the prompts below, please share your accomplishments on action plan items.

- What progress has been made toward each action plan item during this review cycle?
- Which strategies have been most or least effective, and what adjustments are needed?
- Have the necessary resources and support been available and used effectively?
- How is progress being measured and documented, and what does the data show so far?
- How have the action plan efforts impacted student outcomes and equity gaps?

7. **Action Plans.** Using the information gathered by answering the questions, create at least one action plan for the next cycle that will improve your program.

Action plan goal	Timeline	Responsible person(s)	Resources needed	Alignment with institutional goals (strategic plan, Guided Pathways, equity,

				workforce, etc.)